

Grade 2 Directions for Documenting Literacy Objectives**Reading Behavioral Objectives**

The objectives listed inside this card are taken from the North Carolina English Language Arts Standard Course of Study. They are grouped by quarter in a suggested order for instruction and assessment. Some of the reading objectives are deemed **essential** as indicated by being preceded with a box ☐. These objectives should be assessed by observing student behaviors over time without teacher support. The student's level of proficiency for each **essential objective** should be determined using the following rubric:

Level 4:

- Demonstrates proficiency of the objective with texts that are written beyond grade level
- Consistently applies and extends the objective while reading
- Consistently applies the objective with a high level of independence

Level 3:

- Consistently demonstrates expected proficiency of the objective with grade appropriate text
- Consistently applies the objective while reading
- Begins to apply the objective independently

Level 2:

- Inconsistently demonstrates expected proficiency of the objective with grade appropriate text
- Has difficulty applying the objective while reading
- Applies the objective only with teacher guidance

Level 1:

- Does not demonstrate proficiency of the objective and is successful only with text written well below grade level
- Cannot apply the objective while reading
- Does not have the requisite concepts and skills to participate in grade level instruction

Non-essential Reading Objectives

There are other reading objectives from the Standard Course of Study that should be developed and supported throughout the year, but do not require multiple observations or documentation of a level of proficiency. Place a check ☒ on the line in front of these objectives when the student demonstrates them.

Documenting Writing Proficiency

Writing is assessed with both ongoing classroom observation and periodic unassisted writing procedures. Please refer to the directions at the bottom of the Expressive Literacy portion of the inside of the card to document writing proficiency on the Standard Course of Study objectives. The directions in the column to the right explain the unassisted writing assessment procedures.

Assessing Unassisted Writing

At the beginning of the year an unassisted writing sample should be collected to determine at which stage the student is writing independently. This sample should be a piece of writing on a **self-selected** topic that the student completes **without any direction from the teacher**. This writing should be analyzed using the Rubric for Scoring Unassisted Writing and writing exemplars provided by Wake County Public School System. Indicate the date and stage of writing this sample demonstrates. If the writing is at or below a Developing stage, continue using this procedure until the student is writing at a Late Developing Stage. At that time begin using the Unassisted Process Writing procedures below.

<input type="checkbox"/> Early Emergent	<input type="checkbox"/> Early Developing	<input type="checkbox"/> Early Independent
<input type="checkbox"/> Emergent	<input type="checkbox"/> Developing	<input type="checkbox"/> Mid Independent
<input type="checkbox"/> Late Emergent	<input type="checkbox"/> Late Developing	<input type="checkbox"/> Late Independent

Unassisted Process Writing

For any student writing at a Late Developing stage or higher, he or she will be asked to complete an unassisted process piece of writing. Students select the topic and format of this writing and are allowed multiple class periods to develop the piece, moving through the writing process. Students may use resources available in the classroom, but the teacher **does not** confer or offer any assistance for this unassisted piece. The final copy of this unassisted writing is compared to the writing exemplars to determine the writing stage and assessed using the WCPSS 2nd Grade Analytic Writing Rubric demonstrating the level of proficiency in each of the content writing features (focus, organization, support and elaboration, and style). It is also reviewed to determine if it demonstrates expected proficiency in conventions (sentence structure, usage, spelling, capitalization, punctuation, etc.) **The evaluation of the unassisted process writing is used to determine next steps in writing instruction, not a student's grade.**

SECOND GRADE WRITING STAGES

Fall	Winter	Spring
Date	Date	Date
Early Ind.	Early Ind.	Early Ind.
Mid Ind.	Mid Ind.	Mid Ind.
Late Ind.	Late Ind.	Late Ind.

Circle the benchmark that most closely matches the unassisted process writing.

CONTENT (Rubric Score of 4, 3, 2, or 1)

Focus: Establishes and maintains a manageable topic			
Organization: Logical progression of ideas and overall completeness			
Support and Elaboration: Topic is developed with specific and relevant details			
Style: Word choice is precise and purposeful and sentence variety supports the flow of the writing			

CONVENTIONS (Rubric Score of 2, 1, or 0)

Conventions demonstrate expected proficiency (2), minimal proficiency (1), or does not demonstrate expected proficiency (0)			
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WRITING PROCESS (Place a ☒ if there is evidence of each stage of the writing process)

Prewriting			
Drafting			
Some evidence of revision			
Some evidence of editing			
Final publication demonstrates the student applied what was learned through the revision and editing of this piece of writing			

Grade 2 Receptive Literacy – Reading and Listening Behavioral Objectives

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Reading Habits 1.05 Choose your own text and read independently every day for at least 20 minutes	Reading Habits 1.05 Choose your own text and read independently every day for at least 20 minutes	Reading Habits 1.05 Choose your own text and read independently every day for at least 20 minutes	Reading Habits 1.05 Choose your own text and read independently every day for at least 20 minutes
Vocabulary and Word Work 1.02 Quickly and correctly reads most high frequency words (at least 125) when reading texts Figure out multi-syllable words by using what you know about... 1.01a long and short vowels (i.e., <i>mis/take</i>) 1.01b dividing words into syllables – VC/CV (i.e., <i>rab/bit</i> , <i>bas/ket</i>) 1.01d sounds of c and g (i.e., <i>circus</i> , <i>garage</i>) 1.01m syllables that end in double consonants 3.041 Increase vocabulary by listening, discussing, and writing about what you read	Vocabulary and Word Work 1.02 Quickly and correctly read most high frequency words (at least 150) when reading texts Figure out multi-syllable words by using what you know about... 1.01c vowel pairs ai, ay, ow, ou, ee, ea, oa (i.e., <i>tailor</i> , <i>crayon</i> , <i>roasting</i>) 1.01e suffixes (-er, -est, -ly, -ful) 1.03 Check to see if you have pronounced the word correctly by carefully looking at all of the consonants and vowels in the word	Vocabulary and Word Work 1.02 Quickly and correctly read most high frequency words (at least 175) when reading texts Figure out multi-syllable words by using what you know about... 1.01f silent consonants (i.e., <i>knowing</i> , <i>roughly</i>) 1.01g r controlled vowels (i.e., <i>ar</i> , <i>or</i> , <i>ore</i>) 1.01h final consonant clusters (i.e., <i>nd</i> , <i>ng</i> , <i>nk</i>) 1.04 Ask yourself, "Does it make sense? Does it sound right? Does it look right?" when reading new words	Vocabulary and Word Work 1.02 Quickly and correctly read most high frequency words (at least 200) when reading texts Figure out multi-syllable words by using what you know about... 1.01i prefixes like <i>un-</i> 1.01j long vowel patterns (i.e., <i>igh</i> , <i>ie</i>) 1.01k base words and endings (i.e., <i>-ed</i> , <i>-ing</i>) 3.042 Improve your vocabulary by listening, talking, and writing about what you read or what is read to you, participating in literature circles or book clubs
Comprehension and Connections 2.11 Think about what you already know about the topic of the text 2.0192 Preview the book and predict what you think will happen or what you will learn 2.12 When reading, check to see if your predictions were right and make new predictions 2.0191 Determine why the author wrote the text and what your purpose is for reading the text 3.01 Make connections between what you read and your personal experiences 2.13 Use fix up strategies (i.e., reread, slow down, summarize) to help you understand when what you read doesn't make sense 3.041 Improve your vocabulary by listening, talking, and writing about what you read or what is read to you. 2.17 Retell fiction with leveled texts (at least 17-18) including plot, major events, problem/solution, author's message, setting, character(s), and connections 2.013 Read and understand poems 2.0198 Understand similes found in poems (i.e., as tall as a flagpole) 3.023 Make connections and comparisons within and across poems (Typically level 17-18)	Comprehension and Connections 2.03 Read nonfiction text to answer specific questions about a topic 2.0194 Find answers in text to specific questions 2.16 Retell nonfiction texts including text features (i.e., headings, photos, captions, bold faced words) 2.08 Read and understand the information found in diagrams, charts, and maps 2.16 Retell nonfiction texts including: ___ topic ___ key concepts 2.0197 Determine if information in nonfiction text is fact or opinion 2.06 Remember facts and details that you read in a nonfiction text 2.09 Find examples in the text to explain your thinking 2.16 Retell nonfiction texts including details using key vocabulary and author's purpose 3.022 Make connections between new information and experiences or what you already know 2.072 Talk about concepts within and across several texts, discussing how they are alike and how they are different 2.04 Ask "how", "why", and "what if" questions about what you read 3.055 Find examples of an author's use of specific words 3.06 Discuss how the author uses nouns, verbs, adjectives, adverbs, and specific vocabulary 3.052 Find examples of how an author uses capital letters (titles, dates and days, names of countries) (Typically level 19-20)	Comprehension and Connections 2.02 Read to learn new information, to find out how to do something, or to enjoy a story 2.06 Remember facts and details you have read 2.09 Find examples in the text to explain your thinking 2.0193 Ask questions 2.04 Ask "how", "why", and "what if" questions about what you read 2.0199 Make inferences and draw conclusions 3.021 Make connections between what happens in stories and your experiences and what you know 2.071 Discuss how characters and events from different stories are alike and different 2.17 Retell fiction including plot, major events, problem/solution, author's message, setting, characters, and connections 3.051 Find examples of different kinds of sentences in stories (telling, asking, exclamations) 3.053 Find examples of different kinds of punctuation in stories (exclamation marks, commas in dates, and commas and quotation marks in dialogue) 2.0196 Examine the author's word choices 3.06 Discuss the effect of an author's word choice of nouns, verbs, adjectives, and adverbs in stories 2.014 Read and understand skits or drama 3.024 Make connections between what happens in skits and plays and your experiences or what you know (Typically level 21-22)	Comprehension and Connections 3.055 Recognize and discuss different types of texts or genres (i.e., poetry, fiction, nonfiction) 2.0195 Recognize the elements of a story (character, setting, problem, events, solution) 2.05 Recognize when what you are reading doesn't make sense and use "fix up" strategies to understand the confusing parts (summarize, ask for help, read ahead) 2.16 Retell nonfiction text including the topic, key vocabulary, key concepts, text features, author's message, and connections 3.021 Make connections and comparisons to information read in one or more texts to your own experiences and what you already know 3.07 Conduct research with the help of a teacher 2.0194 Locates information for specific reasons and purposes 2.03 Reads nonfiction materials for answers to specific questions 3.03 Explains and describes new concepts and information in own words 3.054 Find examples of paragraphs in texts and determine how they help you better understand what is written 3.08 Respond to what you read in writing, making connections, predictions, summaries, and/or reactions (Typically level 23-24)

Grade 2 Expressive Literacy – Writing and Speaking Behavioral Objectives

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Writing Variety	Writing Variety	Writing Variety	Writing Variety
<input type="checkbox"/> 4.101 Write a variety of different types of texts including small moment stories and personal response (i.e., learning logs, letters)	<input type="checkbox"/> 4.102 Write a variety of different types of texts including poems and nonfiction	<input type="checkbox"/> 4.103 Write a variety of different types of texts including stories	<input type="checkbox"/> 4.104 Write a variety of different types of texts including short reports and response to reading
Content Features			
Focus	Focus	Focus	Focus
<input type="checkbox"/> 4.061 Create prewriting plans by either listing or drawing <input type="checkbox"/> 4.072 Reread first draft to see if it makes sense	<input type="checkbox"/> 4.062 Create prewriting plans by either brainstorming or webbing	<input type="checkbox"/> 4.061 Create prewriting plans by using story maps	<input type="checkbox"/> 4.073 Reread first draft to check to see if it is confusing
Organization	Organization	Organization	Organization
<input type="checkbox"/> 4.071 Create a plan before writing	<input type="checkbox"/> 4.11 Write ideas or events in an order that makes sense	<input type="checkbox"/> 4.082 Write stories with characters, setting, and events <input type="checkbox"/> 4.11 Write stories with a beginning, middle, and end	<input type="checkbox"/> 4.131 Write short paragraphs in simple reports <input type="checkbox"/> 4.081 Write structured, informative presentations following the structure of informative writing
Support and Elaboration	Support and Elaboration	Support and Elaboration	Support and Elaboration
<input type="checkbox"/> 4.12 Add details to writing that describe	<input type="checkbox"/> 4.12 Add details to writing that describe	<input type="checkbox"/> 4.12 Add multiple details to elaborate on events or ideas <input type="checkbox"/> 5.043 Use adjectives and adverbs in writing	<input type="checkbox"/> 4.133 Write paragraphs that support the topic of the writing
Style	Style	Style	Style
<input type="checkbox"/> 4.14 Write using different kinds of sentences and different sentence lengths	<input type="checkbox"/> 4.02 Replace overused words with interesting synonyms	<input type="checkbox"/> 4.01 Write including some language that sounds like book language	<input type="checkbox"/> 4.14 Writes using different kinds of sentences and different sentence lengths <input type="checkbox"/> 4.02 Replaces overused words with interesting synonyms
Conventions			
Conventions	Conventions	Conventions	Conventions
<input type="checkbox"/> 5.04 Write complete sentences <input type="checkbox"/> 5.011 Correctly spell words (in your own writing) that have been studied <input type="checkbox"/> 5.052 Reread your own writing and check to be sure that the order of words makes sense <input type="checkbox"/> 5.061 Form the letters correctly and use spaces between words to make writing easier for others to read <input type="checkbox"/> 5.07 Write so that others can read it	<input type="checkbox"/> 5.051 Reread own writing to check to see that you used complete sentences <input type="checkbox"/> 5.012 Use what you know about spelling patterns to spell many words correctly <input type="checkbox"/> 5.014 Use spelling resources in the room (word wall and/or personal dictionary) to spell many words correctly <input type="checkbox"/> 5.031a Use a capital letter to begin sentences, names, days of the week, and months in own writing, capitalization and punctuation in own writing <input type="checkbox"/> 5.031b Correctly use apostrophes in contractions and correct ending punctuation (?!) <input type="checkbox"/> 5.07 Write so that others can read it.	<input type="checkbox"/> 5.013 Spell showing all of the sounds that you hear in a word <input type="checkbox"/> 5.015 Spell most of the basic 100 high frequency words correctly in your own writing <input type="checkbox"/> 5.016 Spell more words correctly than those not spelled correctly	<input type="checkbox"/> 5.014 Use spelling resources in the room (word wall and/or personal dictionary) to spell many words correctly <input type="checkbox"/> 5.02 Correct spelling, punctuation, and the look of the writing when creating a final draft <input type="checkbox"/> 5.032 Indent paragraphs in revised and edited writing <input type="checkbox"/> 5.062 Correctly spell plurals with either -s or -es <input type="checkbox"/> 5.063 Correctly write contractions (I'm, n't)

Directions for Documenting Writing (Expressive) Proficiency

The level of proficiency of these writing objectives should be demonstrated through the development of the features of effective writing. As each objective is demonstrated by the student, place a check ✓ on the line preceding the objective number. At the end of each quarter, determine the level of proficiency of each feature as demonstrated in multiple writing samples and record that level in the box ☐ preceding the feature.

Universal Screening Date _____			
Administer these assessments to all students based on the recommended guidelines.	Nonsense Word Fluency (NWF) Correct letter sounds/min _____ Risk Level _____	Oral Reading Fluency (ORF) Words Correct Per Min _____ Accuracy Rate _____ % Risk Level _____	
Running Record to be completed only on students reading level 23-24 and below by the end of the first quarter.			
<ul style="list-style-type: none"> Based on both universal screening data and information from the previous year, administer formal running records/retellings to students with highest needs first. Formal running records should be administered, using WCPSS book kits (i.e., original, alternate, AlphaKids). Determine the student's highest reading level, 90% or higher accuracy rate and a retelling score of 3 or 4 (for levels 7-24). Analyze errors to determine what information from text the child uses and/or neglects to guide your instruction (MSVs). Record and analyze formal running record/retelling using the boxes to the right. 	Running Record Date _____ Book Level _____ Book Title _____ Accuracy Rate _____ SC Rate 1: _____ Fluency Score _____ Retelling Score 3 or 4 (for levels 7-24)	Analyze errors in oral reading (MSV). What cues is the student using?	
Digging Deeper • If student is at deficit level as indicated by performance on the NWF, then administer Early Names Test to analyze what word work patterns are not yet developed. • If student struggles with initial and ending consonant sounds as assessed on the Early Names Test, then administer the PAST subtests below. • If student is at risk as indicated by performance on ORF, then assess first 100 high frequency words. • For students reading below grade level, ongoing documentation of informal running records and previously administered digging deeper assessments are required. Note Concepts of Print if student is not yet reading.			
Early Names Test Date _____ # correct _____ / 60 % correct _____ Date _____ # correct _____ / 60 % correct _____	Early Names Test Error Analysis Initial consonants _____ /50 _____ /50 Ending consonants _____ /50 _____ /50 Consonant blends _____ /14 _____ /14 Consonant digraphs _____ /10 _____ /10 Short vowels _____ /47 _____ /47 Long vowels (VCe) _____ /7 _____ /7 Vowel digraph _____ /3 _____ /3 Rime _____ /60 _____ /60	PAST Date _____ Date _____ _____ Phoneme Isolation (initial) _____ Phoneme Isolation (final) _____ Phoneme Blending _____ Phoneme Segmentation _____ Phoneme Deletion (initial) _____ Phoneme Deletion (final) _____ _____ Phoneme Deletion (initial cons bl) _____ Phoneme Substitution _____	Reading Levels as assessed by ongoing informal running records . Date _____ Level _____ Date _____ Level _____ Date _____ Level _____ Concepts of Print _____ /19 Concepts of Print _____ /19
High Frequency Word List Number of words read automatically and correctly # of words _____ Date _____ # of words _____ Date _____			
Mid-year Benchmark If student is at risk as indicated by performance on the ORF, then update/administer the digging deeper assessments. Continue ongoing documentation of previously administered digging deeper assessments.		End-of-year Benchmark	
Oral Reading Fluency Date _____ Words Correct Per Minute _____ Accuracy Rate _____ % Risk Level _____	Oral Reading Fluency Date _____ Words Correct Per Minute _____ Accuracy Rate _____ % Risk Level _____		
Running Record to be completed only on students reading BELOW level 23-24 by the end of the year.			
<ul style="list-style-type: none"> Formal running records should be administered, using WCPSS book kits (i.e., original, alternate, AlphaKids). Determine the student's highest reading level, 90% or higher accuracy rate and a retelling score of 3 or 4 (for text levels 7-24). Analyze errors to determine what information from text the child uses and/or neglects to guide your instruction (MSVs). Record and analyze formal running record using the boxes to the right. 	Running Record Date _____ Book Level _____ Book Title _____ Accuracy Rate _____ SC Rate 1: _____ Fluency Score _____ Retelling Score 3 or 4 (for levels 7-24)	Analyze errors in oral reading (MSV). What cues is the student using?	
Document dates and type of collaboration when student assessment results were discussed (PLC, Intervention, SST, CCR, etc.).			